



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

read between the lines of this book he will perhaps find himself nearer the secret of success in all work with young people than he has been before.

While the personal interest is the chief one there is also an account of the various educational experiments that Hull House has tried, and of the other ways in which its residents have sought to meet the needs of their neighbors. No teacher seeking either knowledge of city problems or guidance in making his school useful in the largest way can fail to find suggestions.

J. H. TUFTS

THE UNIVERSITY OF CHICAGO

Vocational Education. By JOHN M. GILLETTE. New York: American Book Co., 1910. Pp. viii+303. With diagrams.

The author's treatment of this now popular subject is extremely comprehensive, yet he says (p. 212) that he is "concerned with principles rather than with the application of principles to all details." Elsewhere he says that his purpose "is to state principles, demands and methods chiefly." He has sought to establish a philosophical basis for vocationalizing the work of the public schools, and he has organized his material, drawn for the most part from sources of undoubted reliability, most convincingly. It is of interest to note that the conclusions at which he arrives through his social philosophy coincide very closely with the practices of the vocational schools recently established throughout the country. This fact is the more significant when it is recalled that these schools generally are controlled by advisory boards composed of so-called "practical" men representing the industrial, commercial, and labor interests. This fact gives promise of the realization of the high social ideals advanced by Professor Gillette.

He rightly ascribes the strength of the movement for vocational education to a growing appreciation of the real meaning of the retardation and elimination of pupils, and of the importance of the economic and social factors in life. He clearly shows that the place to attack the problem is in the elementary schools.

He admits the radical and fundamental changes in school organization, and especially the greater differentiation in education involved in the movement, and defends change and differentiation as necessary accompaniments of growth and evolution.

He affirms that local conditions must determine very largely the exact type of school which will best serve the purpose of an enlightened social policy, but, somewhat inconsistently, denies the desirability of the "separate" industrial school even for the older and more congested industrial communities, apparently overlooking the fact that, in a large, complex, and perhaps conservative group, the separate school may be more economical and effective rather than less so, as he declares.

From the author's frank statement of the purpose of the book one should be prepared to find the philosophy more convincing than the illustrations, yet one is surprised to see the prominence given to such quotations as those on pp. 221, 292, and 293, for example, as illustrative of efforts "to better our present schools by the introduction of the vocational element." There is

perhaps no better proof of the truth of the author's statements regarding the reality of the movement and the true rapidity with which it is advancing than the submitting as evidence of such statements as these in the light of all that has actually been accomplished during the last three years. It is not that he rejects such material as is furnished by the schools of Cleveland, Columbus (Georgia), Cincinnati, Boston, Rochester, and a score of other cities, on the ground that it is experimental, for he says that "the whole task of socialization really promises to be a matter of cut and fit, of experimenting and of selecting the fruitful results," that "the skilled teacher would be the one to make the adjustment of the subject on the basis of the criterion of future usefulness." He feels that "one of the most pitiable features of the present situation, and yet one of the most hopeful, is to observe the general groping about of educators in search of some guide of what is just the most important of all educational content to put into courses of study." His chapter on "The Social End of Education" is an attempt to furnish this guide and to establish criteria by which rational selection may be made. To the reviewer this seems the climax of the work.

While subsequent chapters seem relatively less effective, the book is a valuable and unique contribution to the literature of the subject. It will be welcomed by the men actively engaged in the pioneer work of experimenting with the new type of schools or courses of study because of its scholarly statement of fundamental principles. It will be especially encouraging to them to find, in the author's social philosophy, ample justification for opinions like the following which he unequivocally expresses: "All the phases or elements of education must be organized about vocation as the central thought and with a view to a particular kind of life. The cultural element must be selected with the vocation in mind, and must be focused on it."

FRANK M. LEAVITT

THE UNIVERSITY OF CHICAGO

Text-Book of School and Class Management. Vol. II. By FELIX ARNOLD.
New York: Macmillan, 1910. Pp. xii+288. \$1.00 net.

This second volume of *School and Class Management* deals with administration and hygiene. The first part treats of organization, classification, attention and interest, and the health of the child; the second part deals with the school building, the school personnel, the function of the school, and the school boards.

This volume is a good example of the kind of book needed by teachers, principals, and members of school boards. It contains a large amount of well-selected material covering all the important topics of school organization and administration. The arrangement of topical headings with full references to original sources is exceptionally well done. The author has succeeded fairly well in avoiding the danger of overemphasis upon the "machinery" of school organization and administration at the expense of the human side of education. The difficulty of giving a balanced treatment of the very large number of topics included in a book of this kind appears in the chapter on the health of the child. Fifteen pages are devoted to dietetics, whereas the subject of